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ABSTRACT

This content analysis schedule for the Bilingual Education Program, Adelante, of St. Helena, California, presents information on the history, funding, and scope of the project in its second year. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. This schedule has not been verified. (SK)

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St. Helena Calif.

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Bilingual Education Applied Research Unit
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695 Park Avenue
N.Y.,N.Y.10021

ED 080019

CHECK (✓) DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE

_____ Initial Proposal

_✓_ 2nd Year Continuation

_____ 3rd Year Continuation (on separate C.A.S.)

Give Dates and Note if Evaluation is included in continuation.

	1st year	2nd year	3rd year
Evaluation design			
Interim evaluation			
Final evaluation	✓		
Pre-audit			
Interim audit			
Final audit			

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Project BEST
Bilingual Education Applied Research Unit
Hunter College, 695 Park Ave., N.Y., N.Y. 10021

CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS

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Developed by Marietta Saravia Shore
Coordinator, BEARU

bilingual education applied research unit
project b.e.s.t.
n.y.c. consortium on bilingual education

0.1 Project No. 220

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CONTENT ANALYSIS SCHEDULE
FOR BILINGUAL EDUCATION PROGRAMS

Research Assistant Roselin Ehrlich /mss Date Feb. 1973

0.2 Name of Project Bilingual Education Program ¡Adelante!

0.3 Address of Project 465 Main Street

0.4 St. Helena, Calif. 94574

.05 STATE 0.5 3

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
(3)-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII: 1.1 97

see Project No.
(97 - 1969)
07 - 1970
17 - 1971

2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned 2.1 0

2.2 Year prior funding began 2.2 n.a.

2.3 Prior bilingual program involved: 2.3 n.a.
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.4 Source of prior bilingual program funding: 2.4 n.a.
1-local 4-university
2-state 5-federal (specify)
3-foundation 6-other (specify)

2.5 (1)-CONCURRENT funding of program(s), if cooperating with Title VII program
0-no concurrent funding mentioned 2.5 1

2.6 Concurrent program cooperating with Title VII involves: 2.6 3
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
(3)-secondary students (grades 7-12)

0.3 Address of Project 465 Main Street

0.4 St. Helena, Calif. 94574

.05 STATE 0.5 3

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
(3)-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII: 1.1 97

see Project No.
(97 - 1969)
07 - 1970
17 - 1971

2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned 2.1 0

2.2 Year prior funding began 2.2 n.a.

2.3 Prior bilingual program involved: 2.3 n.a.
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.4 Source of prior bilingual program funding: 2.4 n.a.

1-local	4-university
2-state	5-federal (specify).....
3-foundation	6-other (specify).....

2.5 (1)-CONCURRENT funding of program(s), if cooperating with Title VII program
0-no concurrent funding mentioned 2.5 1

2.6 Concurrent program cooperating with Title VII involves: 2.6 3
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
(3)-secondary students (grades 7-12)
4-teachers
0-not specified

2.7 Source of concurrent funding, if cooperating with Title VII program: 2.7 4

1-local	(4)-federal (specify) Title I; Title III
2-state	5-other (specify) _____
3-university	6-foundation support _____

2.8 Total Title VII grant (first year only) 2.8 $ 25,515

2.9 Total funds for concurrent program(s) cooperating with Title VII (first year) 2.9 20,000

3.0 (1)-If a UNIVERSITY is working with the Title VII program, specify which: Napa Community College (Adult Ed. courses) 3.0 1
0-none

p. A-18 C.

4.0 SCOPE of PROJECT

4.1 Numbers of schools involved in Title VII program. 4.1 1

1-one 4-four C-not specified
2-two 5-five
3-three 6-other

4.2 Total number of students in program A.First year 4.2 A
B.Second year B 50
C.Third year C

4.3 Grade level of students in program; number of classes per grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes
PS-PreSchool	
K-Kndgtn	

PSK ___ TOTAL NO. students PS and K

Grade	Number of Classes
7-grade 7	
8-grade 8	
9-grade 9	✓

B 14 TOTAL students gr. 7-9

Grade	Number of Classes
1-grade 1	
2-grade 2	
3-grade 3	
4-grade 4	
5-grade 5	
6-grade 6	

A ___ TOTAL students gr. 1-6

Grade	Number of Classes
10-grade 10	16 students
11-grade 11	11 "
12-grade 12	9 "

C 36 TOTAL students gr. 10-12

4.3 PSK 0
A 0
B 14
C 36

4.4 1-All classes graded 4.4 1
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together: 9,10,11,12 grades

sect. C- Cont.

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box) (Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT: 40	II E-Dom - NEMT: 0
2. Total English Mother-Tongue		II_2 E-Dom - EMT: 10 inf.

I Total Non-English Dominant: 40

II Total English Dominant: 10

5.0		No.	%
NE dom N-EMT	I	40	80%
E dom NEMT	II_1		
E-Dom EMT	II_2	10	20%
Total E-Dom II= II_1 + II_2		10	20%

grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes
PS-PreSchool	
K-Kndgtn	
PSK	TOTAL NO. students PS and K

Grade	Number of Classes
7-grade 7	
8-grade 8	
9-grade 9	✓
B 14	TOTAL students gr. 7-9

1-grade 1	
2-grade 2	
3-grade 3	
4-grade 4	
5-grade 5	
6-grade 6	
A	TOTAL students gr. 1-6

10-grade 10	16 students
11-grade 11	11 "
12-grade 12	9 "
C 36	TOTAL students gr. 10-12

4.3 PSK 0
A 0
B 14
C 36

4.4 1-All classes graded
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together: 9,10,11,12 grades

4.4 1

sect. C-Cont.

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT: 40	II E-Dom - NEMT: 0
2. Total English Mother-Tongue		II_2 E-Dom - EMT: 10 inf.
	I Total Non-English Dominant: 40	II Total English Dominant: 10

5.0	No.	%
NE dom I N-EMT	40	80%
E dom NEMT II_1		
E-Dom EMT II_2	10	20%
Total E-Dom II= II_1 + II_2	10	20%

KEY:	Non-English Dominant N-E Dom N-EMT	English Dominant E-Dom N-EMT
Non-English Mother Tongue	Example: a native Spanish speaker who uses Spanish in most contacts though he may know English	Example: a native Spanish speaker who uses Spanish only in familiar contacts, and English in all others: school, work.
	N-E Dom - EMT	E-Dom - EMT
English Mother Tongue	Example: (rare) a native English speaking Puerto Rican child, born in New York who returns to Puerto Rico and becomes Spanish dominant	Examples: 1)a native E.speaking acculturated American who may or may not know a second lang. 2)a native E. speaking Mexican-American child who has a minimal receptive knowledge of Spanish, but has a Latin culture affiliation

5.2 Cultural or Ethnic identification of target students in program by number and % of each:

Indigenous Americans:		Number	Per Cent of Total Students	if inferred, check (✓)
A1 Navajo	A1		%	
A2 Cherokee	A2		%	
A3 Other (specify)	A3		%	
A TOTAL No. of American Indian A			%	
Americans of other ethnic backgrounds:				
B1 Mexican-American	B1	40	80 %	✓
B2 Puerto-Rican	B2		%	
B3 Cuban	B3		%	
B4 Other Spanish-American (specify)	B4		%	
B TOTAL No. of Spanish-speaking Americans	B	40	80 %	✓
C Portuguese-American	C		%	
D Franco-American	D		%	
F Chinese-American	F		%	
G Eskimo	G		%	
H Russian	H		%	
J Other	J		%	
I TOTAL number of N-EIT target students		40	80 %	✓

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1 Anglo	E1	10	20 %	✓
E2	E2		%	
II TOTAL number of EIT students other than target population		10	20 %	✓

5.4 Students' native language or mother tongue if DIFFERENT from their dominant language. 5.4 0

Dominant language	Different Native Language (specify)	Number	Per Cent
1-English			
2-Spanish			

5.5 Students' Dominant Language and Extent of Bilingualism

Dominant language of students in program			Number of Monolingual Students			Number of students Bilingual to any extent			
Number		%	not spec.	No.	%	not spec.	only listening comprehension No.	%	speaking ability No.	%
E 10	English	20	inf.	10	20					
A	American									

B1 Mexican-American	B1	40	80 %	✓
B2 Puerto-Rican	B2		%	
B3 Cuban	B3		%	
B4 Other Spanish-American (specify)	B4		%	
B TOTAL No. of Spanish-speaking Americans	B	40	80 %	—
C Portuguese-American	C		%	
D Franco-American	D		%	
F Chinese-American	F		%	
G Eskimo	G		%	
H Russian	H		%	
J Other	J		%	
I TOTAL number of N-EIT target students		40	80 %	✓

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1 Anglo	E1 10	20 %	✓
E2	E2 —	%	
II TOTAL number of EIT students other than target population	10	20 %	✓

5.4 Students' native language or mother tongue if DIFFERENT from their dominant language. 5.4 0

Dominant language	Different Native Language (specify)	Number	Per Cent
1-English			
2-Spanish			

5.5 Students' Dominant Language and Extent of Bilingualism

	Dominant language of students in program		Number of Monolingual Students			Number of students Bilingual to any extent				
	Number	%	not spec.	No.	%	not spec.	only listening comprehension No.	%	speaking ability No.	%
E	10 English	20	inf.	10	20					
A	American Indian									
A1	Navajo									
A2	Cherokee									
A3	Keresan									
A4	Other (spec.)									
B	40 Spanish	80	✓			✓				
C	Portuguese									
D	French									
F	Chinese									
G	Eskimo									
H	Russian									
J	Other (spec.)									

5.6 Recruitment of Students: 5.6 3

0 - not specified
1 - English Mother Tongue and Non English Mother Tongue Students are required to participate in the bilingual program PA-2 C.
2 - Only N-EMT are required to take program, EMT's participation is voluntary
3 - Both EMT and N-EMT participation is voluntary
4 - Students selected according to some criteria of project (in addition to language)

5.7 Proportion of E-born pupils in project area: see Chart C 5.7 85%
n.s. - not specified on the chart

5.8 Community Characteristics (mark ally that apply) 5.8 3, 4
(% if more than one category, indicate percent for each)

1 - inner city-ghetto, barrio ..... %
2 - major city ..... %
3 - small city, town or suburb 20 %
4 - rural, farm 80 %
5 - other (specify) reservation

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) 5.9 A. 5 %
B. Average family income, if mentioned B. n.s.
n.s. - not specified

5.10 Socio-economic status of EMT participating students (indicate specific percent of low SES on the blank) 5.10 n.s.
n.a. - not applicable (no EMT)
00 - not specified

5.11 Proportion of migrant students in project 5.11 80%
(Indicate specific percent) According to Federal Definition
n.s. - not specified 15% According to California definition

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: 6.1 I 0
II 0

	I for N-EMT group	II for EMT group
1 was made	.....	.....
2 will be made	.....	.....
0 not mentioned	.....	.....

6.2 If a sociolinguistic survey was or will be made, mark all groups included: 6.2 I na
II .....

	I N-EMT	II EMT
1 parents	.....	.....
2 children	.....	.....
3 teachers	.....	.....
4 community	_____	_____
5 others (specify)	_____	_____

6.3 Language dominance of N-EMT groups (check A parents, B children, C teachers) will be determined by the extent each language is used in different domains through various means of communication.
e.g. specify extent descriptively: never, sometimes, always 6.3 A .....
B na
C .....

DOMAINS:	USE NON-ENGLISH LANG. LISTENING	SPEAKING	READING	WRITING	USE ENGLISH LISTENING	SPEAKING	READING	WRITING

5.8 Community Characteristics (mark ally that apply) (% if more than one category, indicate percent for each) — 5.8 3,4

1 - inner city-ghetto, barrio ... %
2 - major city ... %
3 - small city, town or suburb 20 %
4 - rural, farm 80 %
5 - other (specify) reservation

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) — 5.9 A. 5 %

B. Average family income, if mentioned — B. n.s.

n.s. - not specified

5.10 Socio-econonomic status of EMT participating students (indicate specific percent of low SES on the blank) — 5.10 n.s.

n.a. - not applicable (no EMT)
00 - not specified

5.11 Proportion of migrant students in project (Indicate specific percent) — 5.11 80 %

n.s. - not specified

According to Federal definition
15% According to California definition

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: — 6.1 I 0, II 0

	I for N-EMT group	II for EMT group
1 was made	.....	.....
2 will be made	.....	.....
0 not mentioned	.....	.....

6.2 If a sociolinguistic survey was or will be made, mark all groups included: — 6.2 I na, II .....

	I N-EMT	II EMT
1 parents	.....	.....
2 children	.....	.....
3 teachers	.....	.....
4 community	.....	.....
5 others (specify)	.....	.....

6.3 Language dominance of N-EMT groups (check A__parents, B__children, C__teachers) will be determined by the extent each language is used in different domains through various means of communication.

e.g. specify extent descriptively: never, sometimes, always — 6.3 A ..... B ..... C na

	USE NON-ENGLISH LANG.				USE ENGLISH			
DOMAINS:	LISTENING	SPEAKING	READING	WRITING	LISTENING	SPEAKING	READING	WRITING
1 Home								
2 Church								
3 School								
4 Work								
5 Socializing								
6 Neighborhood								
7 film-TV-radio								
8 Magazines, news								
9 Others (specify)								

6.4 If not included in survey, how was student's language dominance determined? 6.4 I 4 II 4

	I N-EMT	II EMT
1-inferred by use of surname	____	____
2-established by formal testing of students	____	____
3-assessed by informal means (specify how)	____	____
4-not mentioned how language dominance was determined	____	____

6.5 Sociolinguistic Survey includes: (check all that apply) 6.5 na

An analysis to determine if an interlanguage exists in the community, (e.g., a mixture of two languages which serves as a single system of communication for a group of people).
1-yes
0-no

Sociolinguistic survey includes items covering:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English 6.6 na
1-yes
0-no

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language 6.7 na
1-yes
0-no

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language 6.8 na
1-yes
0-no

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined? 6.9 3
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how) Questionnaire p4 Eval

see XEROX p.5a

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) 6.10 ns
0-not mentioned

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

1. ___ Language dominance not specified
2. ✓ Mother tongue not specified
3. ___ not specified whether monolingual or bilingual

(if any information is not specified, cross out that heading and complete the rest of the chart)

A-Monolingual B-Bilingual C-

which serves as a single system of communication for a group of people).
1-yes
0-no

Sociolinguistic survey includes items covering:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English
1-yes
0-no — 6.6 na

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language
1-yes
0-no — 6.7 na

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language
1-yes
0-no — 6.8 na

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined?
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how) Questionnaire — 6.9 3

p4 Eval

see XEROX p.5a

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs)
0-not mentioned — 6.10 ns

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

1. ___ Language dominance not specified
2. ✓ Mother tongue not specified
3. ___ not specified whether monolingual or bilingual

(if any information is not specified, cross out that heading and complete the rest of the chart)

	A-Monolingual	B-Bilingual
I M E Dom. NEMT	N=	N=
II E Dom EMT	N=	N=
II_1 E Dom NEMT	N=	N=

A Total Number Monolingual: 0

B Total Number Bilingual: 3

Total Number of Teachers N: 3

inf.

7.1

		No.	%
I	A		
I	B	ns	
II	A		
II	B		
II_1	A		
II_1	B		
A		0	0
B		3	100
N		3	

inf. p A-11 C

1st yr - bilingual teacher had anglo name-
2nd yr - not specified

5a

ST. HELENA BILINGUAL PROJECT

Parent Comments -- Questionnaire to Parents Describing
St. Helena Bilingual Project

25 Questionnaires sent to parents

8 Questionnaires returned

1. Se ha dado vd cuenta que su hijo estudiaba un programa especial en la escuela. Asignaturas como historia Mexicana, lectura y estudios del inglés.

6	2
Si	No

2. Le complace saber que tales estudios se le ofrecen a su hijo.

8	

3. Quisiera vd saber más sobre el programa especial que se ofrece en la escuela?

8	

4. Pudiera vd asistir a una reunion donde se explicara el programa?

8 (depende del día y la hora) _____

5. Escriba vd cualquiera ideas que tengu vd tocante a la escuela o los estudios de su hijo.

(1) Yo tengo mucho interes en ese programa. Mi mayor espero es de que mi hijo aprenda inglés.

(2) Que es magnifica estas instrucciones, porque tomaran mas conocimiento de esa cultura.

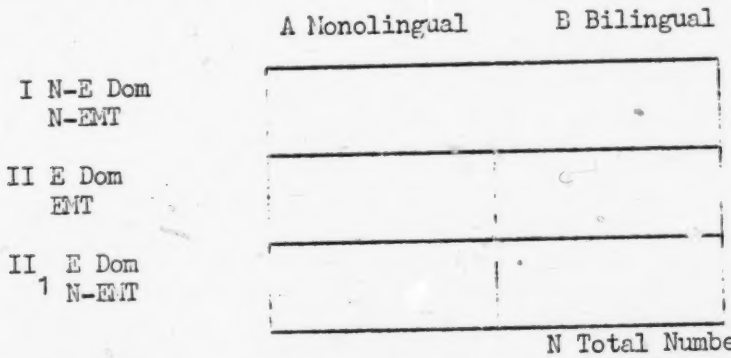
T

From Evaluation

7.2 Linguistic background of project aides or paraprofessionals, by number:
(indicate non-English language in each box)

1. ___ Language dominance not specified
2. ___ Mother tongue not specified
3. ___ Not specified whether monolingual or bilingual

(If any information is not specified, cross out that heading and complete the rest of the chart)



7.2	No.	%
I A	NS	
I B		
II A		
II B		
II 1 A		
II 1 B		
A	0	0
B	3	100
N	3	

A Total Number Monolingual: 0

B Total Number Bilingual: 3

N Total Number of aides or paraprofessionals: 3

inf.

7.3 Language(s) used by bilingual program teachers: 7.3 2
(Mark all that apply)

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

pA-11 C

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s)used by teachers not specified

7.4 Language(s) used by bilingual program aides or paraprofessionals: 7.4 2
(Mark all that apply)

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified
2-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

0-language(s) used by bilingual program aides not specified

7.5 Cultural affiliation of teachers, aides, project director and evaluators by number and percent (Mark all that apply) Specify cultural affiliation.

A. Teachers No. % B. Aides No. % C. Proj. Director D. Evaluator(s) No. %

N-ENT

II E Dom ENT

II E Dom 1 N-ENT

I B
II A
II B
II A 1
II B 1

A 0 0
B 3 100
N 3

A Total Number Monolingual	B Total Number Bilingual	N Total Number of aides or paraprofessionals
0	3	3

inf.

7.3 Language(s) used by bilingual program teachers: 7.3 2
(Mark all that apply)

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

pA-11C

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s)used by teachers not specified

7.4 Language(s) used by bilingual program aides or paraprofessionals: 7.4 2
(Mark all that apply)

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified
2-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

0-language(s) used by bilingual program aides not specified

7.5 Cultural affiliation of teachers, aides, project director and evaluators by number and percent (Mark all that apply) Specify cultural affiliation.

A. Teachers No. %	B. Aides No. %	C. Proj. Director	D. Evaluator(s) No. %
ns	ns	Anglo	ns

0-not specified

7.6 Selection of N-EMT teachers from local community
0-not specified
Number of N-EMT program teachers from local community ____
and % ____ of total N-EMT teachers.

7.6 No. ns % ____

7.7 Number and Proportion of teachers and aides of same cultural background as N-EMT students:
indicate specific percent on the blank, or
if specified descriptively,
1-few
2-some
3-many
4-most
5-more than half
0-not specified

A = teachers
B = aides

7.7 A No. % ns
B ____

7.8 Teacher Qualifications - Training and experience prior to project
(Indicate number of teachers with each qualification, if given)

7.8 7, 17 no.'s 3, 3

n.s.-qualifications not specified
0-previous courses not specified
1. ____ teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. ____ teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency
3. ____ previous teaching through N-EMT (in country where it is a native/native-like language, in Peace Corps)
4. ____ previous teaching in local area/live in the community
5. ____ courses in N-EMT language structure and usage/ linguistics or FL training
6. ____ courses in N-E literature/ or literacy in Spanish
7. 3 must be bilingual
8. ____ any previous education through N-EMT/content of courses learned through N-EMT
9. ____ courses in teaching ESL/audio lingual approach
10. ____ courses in methods of teaching N-EMT language/language development
11. ____ courses in methods of teaching content (e.g. math) in N-EMT
12. ____ certification in ESL/or experience teaching ESL
13. ____ certification in teaching N-EMT
14. ____ cross cultural courses
15. ____ courses in the cultural heritage, values, deep culture of N-EMT or travel
16. ____ other qualifications, specify
17 1 credential

competence

inf.

pA-1C

8.0 STAFF DEVELOPMENT

8.1 A 2
B 8, 4, 2

0-No staff training mentioned

8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)

	A. For Teachers	B. For Para-professionals
n.s.-Training indicated, but nature not specified	____	____
1-English as their second language	____	____
2-The teaching of English as a second language	X	X
3-X as their second language	____	X
4-The teaching of X as a second language	____	X
5-Methods of teaching other academic subjects	____	____
6-Methods of teaching other academic subjects in X language	____	____
8-training in bilingual Ed. skills		X

pA-17 C

pC-17(cont C-20C

B = aides

3-many
4-most
5-more than half
0-not specified

7.8 Teacher Qualifications - Training and experience prior to project (Indicate number of teachers with each qualification, if given) 7.8 7,17 no.'s 3,3

n.s.-qualifications not specified
0-previous courses not specified
1. ___ teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. ___ teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency
3. ___ previous teaching through N-EMT (in country where it is a native language, in Peace Corps) native-like competence
4. ___ previous teaching in local area/live in the community
5. ___ courses in N-EMT language structure and usage/ linguistics or FL training
6. ___ courses in N-E literature/ or literacy in Spanish
inf. 7. 3 must be bilingual
8. ___ any previous education through N-EMT/content of courses learned through N-EMT
9. ___ courses in teaching ESL/audio lingual approach
pA-1C 10. ___ courses in methods of teaching N-EMT language/language development
11. ___ courses in methods of teaching content (e.g. math)in N-EMT
12. ___ certification in ESL/or experience teaching ESL
13. ___ certification in teaching N-EMT
14. ___ cross cultural courses
15. ___ courses in the cultural heritage, values, deep culture of N-EMT or travel
16. ___ other qualifications, specify
17 1 credential

8.0 STAFF DEVELOPMENT 8.1 A 2 B 8,4,2

0-No staff training mentioned

8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)	A. For Teachers	B. For Para-professionals
n.s.-Training indicated, but nature not specified	___	___
pA-17 C 1-English as their second language	___	___
(2)-The teaching of English as a second language	X	X
3-X as their second language	___	___
(4)-The teaching of X as a second language	___	X
5-Methods of teaching other academic subjects	___	___
6-Methods of teaching other academic subjects in X language	___	___
(8)-training in biligual Ed. + its components		X

pC-17(cont C-20C

8.2 Stated goals of teacher training are: 8.2 I 8,17,10 II 8,17,10

	Students I N-EMT	Students II EMT
1-Understanding of socio-cultural values and practices of ___	___	___
2-Cross-cultural training ___	___	___
3-Sensitivity to ethnocentricism and linguistic snobbery ___	___	___
4-Awareness of the social-emotional development of ___	___	___
PA-17 5-Strategies for accomodating the different learning styles of ___	___	___
Con't 6-Strategies for cognitive development of ___	___	___
7-Strategies for reinforcing the self-esteem of ___	___	___
(8)-Methods of cross-cultural teaching or teaching the bicultural component EPOCH Materials for Spanish Humanities	X	X
C-22C 9-Formulation of pupil performance objectives ___	___	___
(10)-Methods of evaluation of pupil performance objectives ___	X	X
List specific courses if given (or Xerox and attach)		
(17)-Development of specific materials for bilingual class	X	X

8.3 Methods of Teacher Training: (Mark all that apply) 8.3 12

1-courses
2-experiential, teaching supervised by master teacher
3-workshops where teachers offer suggestions to each other
4-use of video-tapes of teachers for feedback on how they are doing
5-cross-cultural sensitivity training, t-groups
6-interaction analysis (e.g. Flanders system)
7-other (specify)
(12) sessions / institutes

A-17 Con't

8.4 Project provides released time to teachers and paraproffesionals for joint lesson planning: 1-yes 0- not mentioned 8.4 0

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned 8.5 0
How? (specify) _____

8.6 Paraprofessional's role: 8.6 2,3

1-teaching whole class
(2)-teaching small groups
(3)-tutoring individually
4-clerical
5-contributing to bicultural component
how ? _____
6-liaison with parents

pC-1 Con't

8.7 Training for project teachers and paraprofessionals is given by: 8.7 A ns
(mark all that apply) A for teachers B for aides B ____

	A for teachers	B for aides
0-not specified	____	____
1-University faculty	____	____
2-project's Master Teachers	____	____
3-project's teachers	____	____
4-other (specify)	____	____

8.8 Number and Proportion of personnel giving teacher training who are: 8.8 (no. / %) 1 ____ 2 ns 3 ____
1-bilingual
2-bicultural
3-N-ENT (specify background)

8.9 Training is provided: 8.9 1,2 inf.
1-during a summer session
2-during the academic year
3-other (specify)

8.10 Extent of training: 8.10 A 3 B 5 ns 6 ____ 7 ✓

A 1-approximately equivalent to a college course
2-more than one course
3-less than one course
4-other (specify) _____

B (indicate no. of hours)
5 ns weekly
6 ____ monthly
7 ✓ bi-monthly

8.11 Number and Proportion of teachers attending training: 8.11 (no. / %) 3 100
or: if specified descriptively, indicate: inf.

0-not specified
1-100%
2-more than 75%
3-50-74%
4-25-50%
6-most
7-many
8-few
9-other (specify)_____

als for joint lesson planning: 1-yes 0- not mentioned

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned 8.5 0
How? (specify) _____

8.6 Paraprofessional's role: 8.6 2,3

1-teaching whole class
2-teaching small groups
3-tutoring individually
4-clerical
5-contributing to bicultural component
how ? _____
6-liaison with parents

pC-1 Con't

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) 8.7 A ns B ____

	A for teachers	B for aides
0-not specified	____	____
1-University faculty	____	____
2-project's Master Teachers	____	____
3-project's teachers	____	____
4-other (specify)	____	____

8.8 Number and Proportion of personnel giving teacher training who are: 8.8 (no. / %) 1 / 2 ns / 3 ____
1-bilingual
2-bicultural
3-N-EMT (specify background)

8.9 Training is provided: 8.9 1,2 inf.
1-during a summer session
2-during the academic year
3-other (specify)

8.10 Extent of training: 8.10 A 3 B 5 ns, 6 ns, 7 ✓

A 1-approximately equivalent to a college course
2-more than one course
3-less than one course
4-other (specify) _____

B (indicate no. of hours)
5 ns weekly
6 ns monthly
7 ✓ bi-monthly

8.11 Number and Proportion of teachers attending training: 8.11 (no. / %) 3 / 100

or: if specified descriptively, indicate:

0-not specified
1-100%
2-more than 75%
3-50-74%
4-25-50%
5-1-24%
6-most
7-many
8-few
9-other (specify)_____

inf.

9.0 TEACHERS' ATTITUDES

9.1 Teachers' attitudes are assessed: (Mark all that apply) 9.1 0
0-not mentioned
1-to N-EMT language or dialect
2-to N-EMT students - expectations of achievement
3-to N-EMT culture

4-prior to participation in bilingual project
5-after project training
6-after participation for a period of time in project

7-through a questionnaire
8-other (specify) _____

10.0 STAFF PATTERNS

10.1 Staff patterns: (mark all that apply)
0-not specified
1-team teaching
2-cluster teaching
3-shared resource teacher
4-other (specify) _____

10.2 Staff:
1-bilingual teacher
2-ESL teacher
3-bilingual coordinator
4-aides or paraprofessionals
5-consultant psychotherapist or guidance counselor
6-other (specify)_____

10.1 1

10.2 1, 4, 2

p A-15 Con't

10.3 Average number of pupils per class:
0-not specified

10.3 ns

10.4 Average number of aides/or paraprofessionals per class:
0-not specified

10.4 1

10.5 Average number of N-EMT or bilingual aides (or paraprofessionals) per clas:
0-not specified

10.5 1 in P.

p A-11 C

10.6 Special aide to pupils having most difficulty in learning is given:
1-individually
2-in small groups
0-not specified

by:
3-teacher
4-special remedial teacher
5-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

10.6 1, 2, 5

p C-1 Con't

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)
0-not specified how long
1-as the alternative language of learning for as long as desired
2-as the medium of instruction for special subject matter (e.g. cultural heritage)
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English

	I ME DOM NEMT	II E DOM EMT	II$_1$ E DOM NEMT
1	____	____	____
2	X	X	X
3	____	____	____

A-11

11.1 I 2
II 3
II$_1$ 2

C

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue?

11.2 ns

0-not mentioned
if for a particular number of years:
1 2 3 4 5 6 7 8 9 10 11 12 13

(if specified in terms of a condition, please state it - e.g. "if a child begins learning in N-EMT and English in Pre-K, N-EMT instruction should continue through high-school")

1 =

10.3 Average number of pupils per class: 10.3 15
0-not specified

10.4 Average number of aides or paraprofessionals per class: 10.4 1
0-not specified

10.5 Average number of N-EMT or bilingual aides (or para-professionals) per clas: 10.5 1 in P. pA-11C
0-not specified

10.6 Special aide to pupils having most difficulty in learning is given: 10.6 1,2,5
1-individually by: 3-teacher
2-in small groups 4-special remedial teacher
0-not specified 5-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

p C-1 Con't

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)	I	II	II_1
N-EMT language will be maintained in program: (mark all that apply)	NE DOM NEMT	E DOM EMT	E DOM NEMT
0-not specified how long			
1-as the alternative language of learning for as long as desired			
2-as the medium of instruction for special subject matter (e.g. cultural heritage)	X	X	X
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English			

11.1 I 2 II 2 II_1 2 A-11 C

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue? 11.2 ns

0-not mentioned
if for a particular number of years:
1 2 3 4 5 6 7 8 9 10 11 12 13

(if specified in terms of a condition, please state it - e.g. "if a child begins learning in N-EMT and English in Pre-K, N-EMT instruction should continue through high-school")

1 =
2 =

Duration of Bilingual Education (in practice) (Mark all that apply)

11.3 Second language learning is introduced in which grade: 11.3 I 9 II 9 II_1 9
code: C= N.A. (if no EMT) 13= Pre-K 14= K

for each group	N.A.	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
I N-E DOM												X			
II E DOM												X			
II_1 E DOM/NEMT												X			

11.4 The current project will be linked to a future Bilingual Program at the indicated grade level: (indicate specific grade)

code:	00 (if no EMT)	0 not specified	grades 1-3	4-6	7-9	10-12	13-college	14 Voc. training
I E-DOM	...	...	...	...	X	...	...	...
II E-DOM - EMT	...	...	...	...	X	...	...	...
II$_1$ E-DOM/NEMT	...	...	...	...	X	...	...	...

code: 13=College or University (Other professional training)
14=Federal, State, or Private Vocational Job training

11.4 I 7-8
II 7-8
II$_1$ 7-8

11.5 Second language learning for English dominant students is projected through grade:

code:	00 if no EMT	0 not specified	grades 1	2	3	4	5	6	7	8	9	10	11	(12)
II EMT	...	...	...	...	...	...	...	...	...	...	...	...	...	X
II$_1$ N-EMT/E Dom	...	...	...	...	...	...	...	...	...	...	...	...	...	X

11.5 I$_2$ 12
II 12

PA-T C

11.6 Learning in their native language for Non-English dominant students is projected through grade:
0=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 12

11.6 12

11.7 The amount of instructional time in and through their native language per day for N-EMT students who are N-E dominant is:

code: 0=not specified m=math s = science ss = social studies

LA = Language Arts

	11.7 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EMT
Pre K				Pre K
K				K
1				1
2				2
3				3
4				4
5				5
6				6
7				7
8				8
(9)	ns	ns	LA, SS, S *	9 ns
(10)			LA, SS, S	10
(11)			LA, SS, S	11
(12)			LA, SS, S	12

11.10 The amount of instructional time in and through their native language for N-EMT students who are English dominant is:

code: 0 = not specified N.A. = not applicable, no N-EMT, E dom students

	11.10 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction through N-EMT
PreK				Pre K
1				1
2				2
3				3
4				4
				5

11.5 Second language learning for English dominant students is projected through grade:

11.5 I_2 12
II 12

code:	00 if no EMT	0 not specified	grades 1	2	3	4	5	6	7	8	9	10	11	(12)
II EMT														X
I_2 N-EMT/E Dom														X

pA-7 C

11.6 Learning in their native language for Non-English dominant students is projected through grade:

11.6 12

O=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 12

11.7 The amount of instructional time in and through their native language per day for N-EMT students who are N-E dominant is:

code: O=not specified m=math s = science ss = social studies LA = Language Arts

	11.7 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EMT
Pre K				Pre K
K				K
1				1
2				2
3				3
4				4
5				5
6				6
7				7
8				8
(9)	ns ↓	ns ↓	LA, SS, S *	9 ns ↓
(10)			LA, SS, S	10
(11)			LA, SS, S	11
(12)			LA, SS, S	12

11.10 The amount of instructional time in and through their native language for N-EMT students who are English dominant is:

code: 0 = not specified N.A. = not applicable, no N-EMT, E dom students

	11.10 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction through N-EMT
PreK				Pre K
1				1
2				2
3				3
4				4
5				5
6				6
7				7
8				8
(9)	ns ↓	ns ↓	LA, SS, S *	9 ns ↓
(10)			LA, SS, S	10
(11)			LA, SS, S	11
(12)			LA, SS, S	12

* Core curriculum see Xerox C, A-11

11.13 1-Program is one-way - only non-English Mother Tongue students (including N-EMT-English dominant). English Mother tongue students do not receive instruction in a second language
0-no English Mother tongue students
2- 2 way - EMT learn the second language

11.13 2

11.14 The amount of instructional time in and through their second language for pupils who are native speakers of English is:

code: 0 = not specified N.A. = not applicable, no English MT students

	11.14 Min. per day of instruction through N-EMT	Total min. per day of any instruction	11.15 Subjects taught in second lang.	11.16 % of time per day of instruction through N-EMT
PreK				Pre K
1				1
2				2
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
(11)	ns	ns	(Humanities) SS	11 ns *
(12)			SS	12

see xerox - C, A-12

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply)

11.17 2, 6

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
ESL (2)-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or para-professional uses another during the same class period; students may use either.
5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
(6)-constant switching from one language to another by teacher during lesson. Spanish Humanities
7-the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils.
8-other (summarize)

inf. p A.12 C,

p C-1 Con't

12.0 METHODS OF SECOND LANGUAGE TEACHING

(Mark all that apply; some projects may use a combination of methods)

12.0 1

1-Audio-lingual habit skills or behavioral approach. Emphasis

	Min. per day of instruction through N-EMT	Total min. per day of any instruction	Subjects taught in second lang.		% of time per day of instruction through N-EMT
PreK					Pre K
1					1
2					2
3					3
4					4
5					5
6					6
7					7
8					8
9					9
10					10
(11)	ns	ns	(Humanities)	SS	11 ns *
(12)				SS	12

See xerox -C, A-12

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply) 11.17 2, 6

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
ESL (2)-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day. inf. p A.12 C,
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either. p C-1 Con't
5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
(6)-constant switching from one language to another by teacher during lesson. Spanish Humanities
7-the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils.
8-other (summarize)

12.0 METHODS OF SECOND LANGUAGE TEACHING

(Mark all that apply; some projects may use a combination of methods) 12.0 1

1-Audio-lingual habit skills or behavioral approach. Emphasis on communication. Includes contrastive analysis of sounds (units) in both languages by teacher and students, student repitition of tapes and/or fluent teachers' model sentence patterns until responses are automatic. Structural drills and dialogues are systematically presented. Includes direct association between object and word in second language in a sequence of patterns learned in complete sentences. Inductive-generalizations drawn from examples. pg C-1 con't

2-Transformational-cognitive approach
Acquiring an understanding of the structural patterns or grammatical rules of a language.

11a

11.7 – 11.16

Plans for the Second Year of Operation

. Instructional Components

The instructional components for the second year of operation will be the following five course offerings:

1. Spanish Communication Skills for Spanish Speaking (Obj. No. C.5, D.2)

   a. Many students defined as Group II in Statement of Need speak Spanish at home, but with limited oral vocabulary, lack of fluency and little or no reading or writing skills. They are often ashamed of their mother tongue.

   b. Vocabulary, grammar, composition, reading skill and appreciation of literature in Spanish.

   (as stated in original application)

2. Two Period Core Homeroom Program (Obj. No. A:1, 2, 3, 4, 5; C:1, 3, 7, 8, 10 and D:3, 5)

   a. Course outline and detailed procedures to be developed by Bilingual teacher, during summer with assistance of Mexican-American Research Project and from Bureau of Elementary and Secondary Education and others.

   b. Instruction to be conducted by Bilingual teacher and aide in both Spanish and English using experiences and concept development as a medium to increase skills for attainment of behavioral objectives.

   c. Subject areas to include humanities, social science, science, English as a Second Language, reading improvement.

   (as stated in original application)

   The title of this offering has been changed to Independent Study. This component will not be a two-period homeroom program, because of scheduling difficulties. Instruction will be conducted by Bilingual teacher and aide in both Spanish and English using experiences and concept development as a medium to increase skills for attainment of behavioral objectives. Subject areas will include humanities, social science, science, English as a Second

Continuation 1970-71

11b

Language, and reading improvement.

The course outline and detailed procedures to be developed by Bilingual teacher, during summer, was not accomplished because the teacher was attending Cal Poly's Summer Session which did not serve its intended purpose. Both the Mexican-American Research Project and the Bureau of Elementary and Secondary Education were willing to help in development of outline and procedures, but were unavailable in the summer months. Calexico has been most generous in sending course outlines and procedures of geography and citizenship taught in Spanish in its Bilingual Program.

Subject areas covered in the first year of operation concentrated on English as a Second Language and reading improvement since there were no satisfactory materials available in Spanish for the areas of humanities, social science and science.

3. Honors Course: Humanities Taught in Spanish (Ojb. No. C:5, D:2)

a. To be offered to juniors and seniors with adequate skill in Spanish, curriculum to be based on that used in regualr Humanities course with adaptations and emphasis on the contributions of Mexico and Mexicans. (as stated in original application)

This component has been retitled as Spanish Humanities, since the original title Honors in Humanities was frightening to both Anglo and Mexican-American students.

Due to the requests of numerous Mexican-American students, the course will be conducted in both Spanish and English. The Mexican-American students wanted this expansion in order to include Anglos in the course.

The instructional program will base its curriculum on the contributions of Mexico and Mexicans to the United States in general and California in particular. The students will study other monority groups, drawing value judgments on current problems, and evaluating the methods used by these

groups to correct the problems. The students will study the role of Mexico in the early civilization of America.

The humanities class will be conducted in conjunction with EPOCH's research in materials on minority groups in the United States.

4. English as a Second Language

Although ESL is a part of the other instructional components in the program, need for concentrated instruction has been shown. Heavier emphasis on ESL must be made at some point of the daily program. The Bilingual teacher feels after the first year's operation that it is impractical not to make a certain emphasis in this subject area for one period of the day.

Instruction to be conducted by the Bilingual teacher and aide in both Spanish and English, using audio-visual methods, to improve students' skills in listening, speaking, reading, and writing skills in English.

5. Enrichment Activity

This course is designed as a voluntary activity program for all students interested in Mexican cooking and folk dancing.

2a-inductive -generative approach: through listening to communication, perhaps of peers, and attempting the new language in situations which call for the student to generate sentences - test his understanding. (the way native language is acquired)
Includes direct association between object, picture or action and word in second language.

2b-deductive - the cognitive code approach: through initial formal study and analysis of grammatical structures, then applying them through examples, i.e. answering questions, or transforming affirmative sentences to negative, declarative to interrogative, active to passive.

3-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I		II	
	Non Eng dom students		Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 IB na
IIB na

13.1 Second language listening-speaking skills are learned:

1-concurrently with dominant language listening-speaking skills	---		---	(not applicable)
2-after a specified level of competency achieved in listening-speaking skills in dominant language	---		---	
3-a specified period of time after listening-speaking skills in dominant language taught	program begins in 9th grade			

13.2 IA 1 in P.
IB 3
IIA 1
IIB 3 PCI Con't

13.2 ALM sequence followed:

1-Listening-speaking proficiency precedes introduction of reading	X	---	X	---
2-Reading is taught concurrently with listening-speaking skills	---	---	---	---
3-Learning to read overlaps learning of listening-speaking skills	---	X	---	X
4-There is some overlap between learning to read and to write	---	---	---	---

13.3 IA X
IB
IIA
IIB X

13.3 Listening-speaking proficiency determined by:

1-measure of listening-speaking	X		X	

to negative, declarative to interrogative, active to passive.

3-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I Non Eng dom students		II Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:

1-concurrently with dominant language listening-speaking skills					13.1 IB na IIB na (not applicable)
2-after a specified level of competency achieved in listening-speaking skills in dominant language					
3-a specified period of time after listening-speaking skills in dominant language taught					

program begins in 9th grade

13.2 ALM sequence followed:

1-Listening-speaking proficiency precedes introduction of reading	X		X		13.2 IA 1 inf. IB 3 IIA 1 IIB 3 pC1 Con't
2-Reading is taught concurrently with listening-speaking skills					
3-Learning to read overlaps learning of listening-speaking skills		X		X	
4-There is some overlap between learning to read and to write					

13.3 Listening-speaking proficiency determined by:

1-measure of listening-speaking proficiency in Spanish	X			X	13.3 IA X IB IIA IIB X
2-informal assessment by teacher					

C-1 Con't

13.4 Second language reading skills are learned:

1-concurrently with learning to read in dominant language		X			13.4 IB 1 IIB 3
2-after a specified level of dominant language reading competence achievement					inf.
3-a specified period of time after learning to read in dominant language (e.g. a specific grade)				X	pC-1 Con't
4-before learning to read in dominant language					

	I Non Eng dom students A dom lang	I Non Eng dom students B second lang	II Eng dom students A dom lang	II Eng dom students B second lang
13.5 Reading is introduced: A-individually, when child is ready or at a specific time during grade: K	___	___	___	___
1	___	___	___	___
2	___	___	___	___
3	___	___	___	___

13.5 IA na
IB
IIA
IIB

13.6 Reading readiness is determined by: 1-test of reading readiness	___	___	___	___
2-informal teacher assessment	___	___	___	___

13.6 IA na
IB
IIA
IIB

13.7 Grade level reading is expected: 1-in first grade	___	___	___	___
2-in second grade	___	___	___	___
3-in third grade	___	___	___	___
4-in fourth grade	___	___	___	___
5-in fifth grade	___	___	___	___
6-in sixth grade	___	___	___	___
7-other (specify)	___	___	___	___

13.7 IA ns
IB
IIA
IIB

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected:
1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

13.8 IB ns
IIB

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply)

14.0 I 2,4,5
II 3,4

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		___
(2)-Second language learning is both a separate subject and also a medium of instruction for other subjects.	X	___
3-Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive development.	___	X
(4)-Academic content taught in the native		

13.6 Reading readiness is determined by:
1-test of reading readiness
2-informal teacher assessment

13.6 IA na
IB
IIA
IIB

13.7 Grade level reading is expected:
1-in first grade
2-in second grade
3-in third grade
4-in fourth grade
5-in fifth grade
6-in sixth grade
7-other (specify)

13.7 IA ns
IB
IIA
IIB

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected:
1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

13.8 IB hs
IIB

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply)

14.0 I 2,4,5
II 3,4

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		
2-Second language learning is both a separate subject and also a medium of instruction for other subjects.	X	
3-Second language learning is always integrated with the learning of oourse content (such as social studies) or as a medium of cognitive development.		X
4-Academic content taught in the native language is used as the referential content of second language learning (the same concept taught in the native language is taught in the second language). Humanities	X	X
5-Different academic content is taught in the second language from that which is taught in the native language. other subjects	X	
0-not specified		
6-other (specify)		

15.0 TREATMENT OF CHILD'S LANGUAGE:

	I Non Eng. dom. students A -in dom. lang.		II Eng. dom. students A Eng.	B 2nd lang.
	B 2nd lang.			
15.0 IA	1			
IB	1			
IIA	1			
IIB	1			

in P.

pC-1 Con't

1-The child's language is respected. It is not corrected, rather, all of the child's speech is accepted. However, the teacher provides a model of the standard language aiming toward child's eventual control of the standard form.	X	X	X	X
2-The child's language is corrected- the teacher points out errors and demonstrates the standard form.	—	—	—	—
3-Other (specify)	—	—	—	—
0-Not specified	—	—	—	—

16.0 MATERIALS

16.1 Reading Materials-Types
Reading Materials are: (mark all that apply) see xerox 15a-b

1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.)	16.1 IA —	IB —	IIA —	IIB —
2-Basal readers	—	—	—	—
3-Dialect readers	—	—	—	—
4-Experience charts (stories dictated by children)	—	—	—	—
5- Magazines, Textbooks	X	X	X	X

16.2 If some reading material is in the child's dialect, indicate how long it is used:

1-Grade 1	16.2 IA —	IIA —
2-Grade 2		
3-Grade 3		
4-Beyond Grade 3		
0-not specified		

n9

(Please indicate X on line -)

16.3 The following are techniques and materials used for second language learning:

0-none specified	—	—
1-pattern drills	X	—
2-dialog memorization	X	—
3-choral repetition	X	—
4-songs	—	—
5-programmed instruction, lang. master	X	—
6-stories read to children	—	—
AUDIO VISUAL AIDES		
7-films, filmstrips	X	—
8-flannel or magnetic boards	—	—
9-realia, graphic displays	—	—
10-records, tapes	X	X
11-listening centers	—	—

For ESL

pA-15 Con't

aiming toward child's eventual control of the standard form.	X	X	X	X
2-The child's language is corrected- the teacher points out errors and demonstrates the standard form.	—	—	—	—
3-Other (specify)	—	—	—	—
0-Not specified	—	—	—	—

16.0 MATERIALS

16.1 Reading Materials-Types
Reading Materials are: (mark all that apply) see xerox 15a-b

	16.1 IA	IB	IIA	IIB
1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.)	—	—	—	—
2-Basal readers	—	—	—	—
3-Dialect readers	—	—	—	—
4-Experience charts (stories dictated by children)	—	—	—	—
5- Magazines, Textbooks	X	X	X	X

16.2 If some reading material is in the child's dialect, indicate how long it is used:

	16.2 IA	IIA
1-Grade 1		
2-Grade 2		
3-Grade 3		
4-Beyond Grade 3		
0-not specified		

h9

(Please indicate X on line -)

16.3 The following are techniques and materials used for second language learning:

0-none specified	—	—
1-pattern drills	X	—
2-dialog memorization	X	—
3-choral repetition	X	—
4-songs	—	—
For ESL 5-programmed instruction, lang.master	X	—
6-stories read to children	—	—
AUDIO VISUAL AIDES		
7-films, filmstrips	X	—
8-flannel or magnetic boards	—	—
pA-15 9-realia, graphic displays	—	—
10-records, tapes	X	X
Con4 11-listening centers	—	—
12-multi-media approach	—	—
Experiential :		
13-role playing	—	—
14-puppetry	—	—
15-experience charts	—	—
16-primary typewriter	—	—
17-learning through direct experience with materials e.g. Montessori	—	—
18-activity centers-chosen by child	—	—
19-other (specify)	—	—
Learning outside the classroom:		
pA-16C 20-field trips	X	X
21- suggested TV programs	—	—
22-other (specify)	—	—

16.4 The sources of Non-English materials and textbooks are: 16.4 2, 9, 7
(mark all that apply)
0-not specified
1-are written by native speakers of that language
2-commercially prepared and published in countries where N-E is the native language
3-developed by the project's own bilingual staff
4-developed by the staff of another bilingual project (specify which)
5-developed in conjenction with project parents
6-developed by or with members of N-EMT community
7-are culturally appropriate for N-E culture (specify how this is determined) Mexican texts
8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

p. 14 Eval.

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
0-not specified
1-xerox attached-page and document C-7 Con't See xerox 15 a-b

ALM Series for spanish
La Raza series
EPOCH

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 3, 5
0-not specified
Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning, Humanities
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups, ESL classes
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)
n.a. - (no EMT students)

p A-12 C

17.2 Students are grouped for language instruction: 17.2 2-3
(mark all that apply)

	A-more than ½ the time	B Less than ½ the time
0-not specified		
1-total class		
2-small groups (specify size)	X A or B not specified	X
3-individual instruction	X	X

p. C-2 Con't

17.3 Criteria for grouping:

	Students I Non Eng dom	II Eng dom EMT	II$_1$ Eng dom NEMT
0-not specified			
1-by age			
2-by native language	X	ns	
3-by dominant language			
4-by language proficiency (ex. level of reading skill)			
n.a. not applicable (no E.dom/NEMT)			

(specify how this is determined) Mexican texts

p. 14 Eval.

8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1

0-not specified
1-xerox attached-page and document C-7 Con't

ALM Series for spanish
La Raza series
EPOCH

See xerox 15 a-b

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 3,5

0-not specified

Pupils of both linguistic groups are:

1-always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning, Humanities
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups, ESL classes
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)

p A-12 C

n.a. - (no E.T students)

17.2 Students are grouped for language instruction: 17.2 2-3

(mark all that apply)	A-more than ½ the time	B Less than ½ the time
0-not specified		
1-total class		
2-small groups (specify size)	X	X
3-individual instruction	X	X

A or B not specified

p C-2 Con't

17.3 Criteria for grouping:

0-not specified	I Non Eng dom	Students II Eng dom EMT	II$_1$ Eng dom NEMT
1-by age			
2-by native language	X		
3-by dominant language			
4-by language proficiency (ex. level of reading skill)			
n.a. not applicable (no E.dom/NEMT)			

ns

18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply) 18.1 NO

no-not mentioned
0-type is not specified
1-inter-ethnic (N-EMT student tutors EMT students)
2-intra-ethnic (N-EMT student tutors N-EMT)
3-done by older children (cross age)
4-done by peers (same age)
5-other (specify) _____

18.2 Paraprofessionals or aides give tutoring or instruction as follows: 18.2 1,2,3

0-area not specified
1-inter-ethnic (N-EMT aide tutors EMT student)
2-in the acquisition of native language skills
3-in the acquisition of second language skills
4-in other academic subjects

p C-2 Con't

15a

16.1

MATERIALS USED -- PROJECT ADELANTE! TITLE VII ESEA

ESL Component

1. "Reader's Digest Skill Builders," Pleasantville, N.Y., 1965. Reader's Digest Services, Inc.

2. "Manual de Modismos Americanos más Communes" Weiner-Macia, Handy Book Press, Inc. New York, 1958.

3. "Construya en inglés" Garza Bores, Editorial Diana, SA. Mexico, 1969 (8th ed.).

4. "Inglés Comercial Moderno," Book III, 2nd ed. Othemard de Rodriquez -- Tripp de Llano, Enrique Sainz Ed., SA, Mexico 3, DF 1966.

5. "Inglés Comercial Moderno -- Book I", Alatorre Garcia -- Jimenez Gutierrez, 7th edition, Enrique Sainz Ed, SA, Mexico 1, DF 1970.

6. "Inglés Comercial Moderno -- Book 2," Castillo Vera Salazar Pacheco -- Dreinhofer Alcerreca, Enrique Sainz Ed, SA, Apto Postal 231, Mexico, DF 1968.

7. "Learning American English" Taylor, McGraw-Hill, Inc. 1956.

8. "Mastering American English" Taylor, McGraw-Hill, Inc. 1956.

9. "Modern Spoken English" Crowell, McGraw-Hill, Inc 1961.

10. "Regents English Workbook -- Book II" Dixson, Simon & Schuster, 1956.

11. "Direct English Conversation for Foreign Students -- Book I," (revised ed.) Dixson, Simon & Schuster, 1949.

12. "Direct English Conversation for Foreign Students -- Book II," (Revised ed.) Dixson, Simon & Schuster, 1949.

13. "Exercises in English Conversation," Dixson, Simon & Schuster, 1945.

14. "Modern English Workbook," Crowell, McGraw-Hill, Inc. 1961.

15. "The University of Chicago Spanish-English, English-Spanish Dictionary," Castillo-Bond, Washington Square Press, N.Y.C. 1948, C. 1961.

Spanish Communication Skills Component

1. "Workbook in Everyday Spanish -- Book I," Andujar-Dixson, Simon & Schuster, 1958.

2. "Workbook in Everyday Spanish -- Book II," Andujar-Dixson, Simon & Schuster, 1958.

3. "Cuentecitos" Pittaro, Simon & Schuster, 1968.

4. "Español paro los hispanos," Baker, National Textbook Corp. 8259 Niles Center Road, Skokie, Illinois 60076. C. 1966.

Driver Education Component

1. "California Guia para el motorista" State of California Department of Motor Vehicles.

2. "Sumario del Código de Vehiculos de California" ed. Jacob Robinson, P.O. Box 15523, L.A., California 90015.

First Aid Sub Component of ESL

1. "Manual de primeros auxilios" 3rd ed., La Cruz Roja Mexicana, Mexico, D.F. 1967.

Spanish Humanities Component

1. "La Raza -- The Mexican Americans" Multi-Media Productions, Inc 580 College Avenue, Palo Alto, California 94306.

2. "Mexican Epic -- Before the Conquest"
"Mexican Epic -- From Conquest to Nation"
"Indian Mexico"
"Spanish Mexico"
"Modern Mexico"
) Educational Filmstrips) Huntsville, Texas

3. "Living in Mexico Today" (filmstrips and records) S.V.E.

4. "A History of Mexican Art -- Sets I-IX" (filmstrip-slides) MacLaurin & MacLaurin, Herbert E. Budek Films & Slides, Santa Barbara, California 1966.

SETS OF PRINTS

5. "California's 14 historic flags" Latin American Studio, Santa Barbara, California 1958.

6. "Rancho Life in California" Latin American Studio, Santa Barbara, California 1960.

18.3 Parent tutoring: (mark all that apply) 18.3 NO

no-not mentioned
0-type not specified
1-inter-ethnic parent tutoring is used
2-intra-ethnic parent tutoring is used

Parents are trained to become tutors for their children:
3-in the home by a home-visiting teacher
4-in an adult education component
5-in school through observation and guidance of teacher
6-as parent volunteers who tutor during the school day
7-materials are provided for use in home by parents
8-other (specify)

19.0 CURRICULUM PATTERNS 19.0 2,3,

The stated curriculum pattern of the bilingual project:
1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)
(2)-a non-graded classroom: pupils of different ages are grouped together during part of the school day
(3)-flexible or modular scheduling
4-small group instruction
5-individualized learning
6-open classroom
7-guided discovery and inquiry
8-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

P A-11 Con't

14. CORE curriculum: combination of language arts and humanities

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through: 20.1 na
0-method not mentioned
1-structured envirionment rich with materials child can manipulate order, compare, match for perceptual-motor development
2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
3-labeling and discussion of concepts related to time, space, distance, position
4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
5-direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's guidance rather than teacher demonstration.
6-direct experience of math through discovery rather than instruction

7-materials are provided for use in home by parents
8-other (specify)

19.0 CURRICULUM PATTERNS 19.0 2,3,1

The stated curriculum pattern of the bilingual project:
1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)
(2)-a non-graded classroom: pupils of different ages are grouped together during part of the school day
(3)-flexible or modular scheduling
4-small group instruction
5-individualized learning
6-open classroom
7-guided discovery and inquiry
8-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

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6-direct experience of math through discovery rather than instruction
7-other (specify or xerox) p. no. and document:

20.2 Cognitive development in later grades (grade 4 and above) 20.2 ns
0-method not mentioned
1-specify or xerox p. no. and document
n.a.-no grade 4 or later grades

21.0 SELF-ESTEEM 21.0 11,19

Stated methods of project compenent expected to increase self-esteem:
no-self-esteem not mentioned as an objective
0-self-esteem is an objective but methods not specified
Teacher encourages pupil to verbally express his feelings:
1-through role-playing
2-puppetry
3-language-experience approach: students dictate stories from their own experience
4-teacher accepts, acknowledges ideas and feelings
5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
7-teacher provides experiences leading to competency and success
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
9-other (specify) (xerox or summarize) document page #

Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:
10-pupils act as tutors for other pupils
11-pupils have some options in choice of curriculum
12-pupils choose activities from a variety of interest centers
13-older puils participate in curriculum planning and/or development
14-pupils write a bilingual newspaper for dissemination to the community
15-other (specify)
19-Instruction in native culture assumed to enhance self-esteem.

22.0 LEARNING STRATEGIES 22.0 0

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group:
(specify or xerox) Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

23.0 BICULTURAL COMPONENT

4-teacher accepts, acknowledges ideas and feelings
5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
7-teacher provides experiences leading to competency and success
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0-none mentioned

23.0 BICULTURAL COMPONENT

23.1 This program is: 23.1 2, 4
1-bilingual alone
2-bilingual and bicultural
3-bilingual and multicultural
0-not specified as to which of the above
4-an ethnic studies program is included in the bilingual program
5-art, posters, realia, crafts of both cultures are exhibited in the classroom
6-language and cultural content are integrated
7-other (specify)

A-12 Con't

23.2 Cross-cultural awareness: 23.2 0
If project mentions specific values or modes of behavior of N-ENT culture, please summarize below: (or attach xerox)
found in document ....., page # .....
0-not mentioned

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 0
0-none mentioned

23.4 In the bicultural compenent knowledge of the N-ENT culture involves (mark all that apply) 23.4 2,4,5,8
0-no bicultural component mentioned
1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements
(2)-Historical-cultural heritage of the past--contributions to art and science
3-'Deep' culture: family patterns and contemporary way of life.
(4)-Itemization of surface aspects of a country--geography, dates of holidays etc.
(5)-A specific culture only e.g. one Indian tribe, Mexican
6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)
7-A third culture different from NENT or ENT
(8)-Other (specify) dances of Mexico, foods

pc-3 Con't

23.5 American culture is defined: 23.5 ns
0-not specified
1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or elaborate in your own words

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for: (a few books) 24.1 1,3
0-group not specified
(1)-project children
2-adults of the project community
(3)-teachers

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 0
0-none mentioned

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3-other(indicate document and page number for xerox) or elaborate in your own words

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24.1 Bilingual libraries are provided for: (a few books) 24.1 1,3
0-group not specified
(1)-project children
2-adults of the project community
(3)-teachers
no-bilingual library not mentioned

24.2 An ethnic studies library is provided for: (a few books) 24.2 1,3
0-group not specified
(1)-project children
2-adults of the project community
(3)-teachers
no-ethnic studies library not mentioned

p14 Eval

24.3 Provision is made by the school for informing the parents and community about the program through: (Mark all that apply) 24.3 1, 3, 8, 19, 17

0-method not specified
no-no provision for informing community
(1) a bilingual newsletter
2- monolingual newsletter
(3) news sent to mass media.
4-if articles included with project, check 4
5-bilingual fliers sent home
6-formal meetings
7-informal meetings open to entire community
(8) meetings conducted in both languages
9-home visits
10-other (specify)
11-project director personally involved in program dissemination. specify how
(19) parent-teacher conferances
(17) Adult Ed class at local college

pA-18 C

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 1, 7

0-type not specified
no-not sought
(1) existing community groups working with program, OLÉ
2-bilingual questionnaires
3-community-school staff committees
4-community advisory groups
5-formal meetins open to the entire community
6-informal meetings with community groups
(7) other (specify) liaison (community aide)
8-project director personally seeks involvement of community in program. specify how

pA-22 C

24.5 The school keeps informed about community interests, events and problems through: 24.5 3, 4

no-no mention of school seeking to be informed about community
1-meetings open to the entire community conducted in both languages
2-community representatives to the school
(3) bilingual questionnaire sent to the home
(4) home visits by school personnel
5-other (specify)
0-method not specified

pA-22 C

24.6 The school is open to the community through: 24.6 0

0-not mentioned
no-school is not open to community for community use
1-opening school facilities to the community at large for use after school hours and on weekends
2-providing adult education courses
3-other (specify)

7-informal meetings open to entire community
8-meetings conducted in both languages
9-home visits
10-other (specify)
11-project director personally involved in program dissemination. specify how

19- parent-teacher conferences
17- Adult Ed class at local college

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PA-22 C

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2-community representatives to the school
3-bilingual questionnaire sent to the home
4-home visits by school personnel
5-other (specify)
0-method not specified

PA-22 C

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no-school is not open to community for community use
1-opening school facilities to the community at large for use after school hours and on weekends
2-providing adult education courses
3-other (specify)

25.0 IMPACT EVALUATION

25.1 Project mentions description or dissenination of the bilingual program through: 25.1 1, 2

1-newspaper articles
2-radio programs
3-TV programs
4-video-tapes
5-films
6-visitors to observe the program

PA-18 C

25.2 Project's impact: 25.2 0

1-Project mentions that other classes in the school, but not in the program have picked up methods or material from the bilingual program
2-Project mentions other schools in the local educational system have started bilingual programs
3-Project mentions that a University has instituted teacher training courses in bilingual education to meet staff development needs

26.0 ROLE OF EVALUATOR

26.1 Evaluator has field tested, on a group of children who are of the same language, culture and grade levels as the children in the bilingual program: 26.1 0

0-not mentioned
1-published measures
2-staff developed measures
3-staff translations of published measures
4-staff adaptations of published measures

26.2 Evaluator has personally observed students in the program: 26.2 ns

0-not mentioned
no-never
1-once or twice during the year
2-more than twice
3-regularly
4-other (specify)

26.3 Evaluator has met with teachers: 26.3 ns

0-not mentioned
no-never
1-once or twice during year
2-more than twice
3-regularly
4-other (specify)

27.0 EVALUATION PROCEDURE

27.1 0-not specified 27.1 ns
1-A comparison group has been chosen
2-A comparison group will be chosen

27.2 0-not specified (mark all that apply) 27.2 1, 3
(1)-Pre-tests have been given to project group or sample
2- " will be " "
(3)-Post-tests have been given to project group or sample
4- " will be " "
5-Pre-tests have been given to comparison group
6- " will be " "
7-Post-tests have been given to comparison group
8- " will be " "

pA-4 Con't